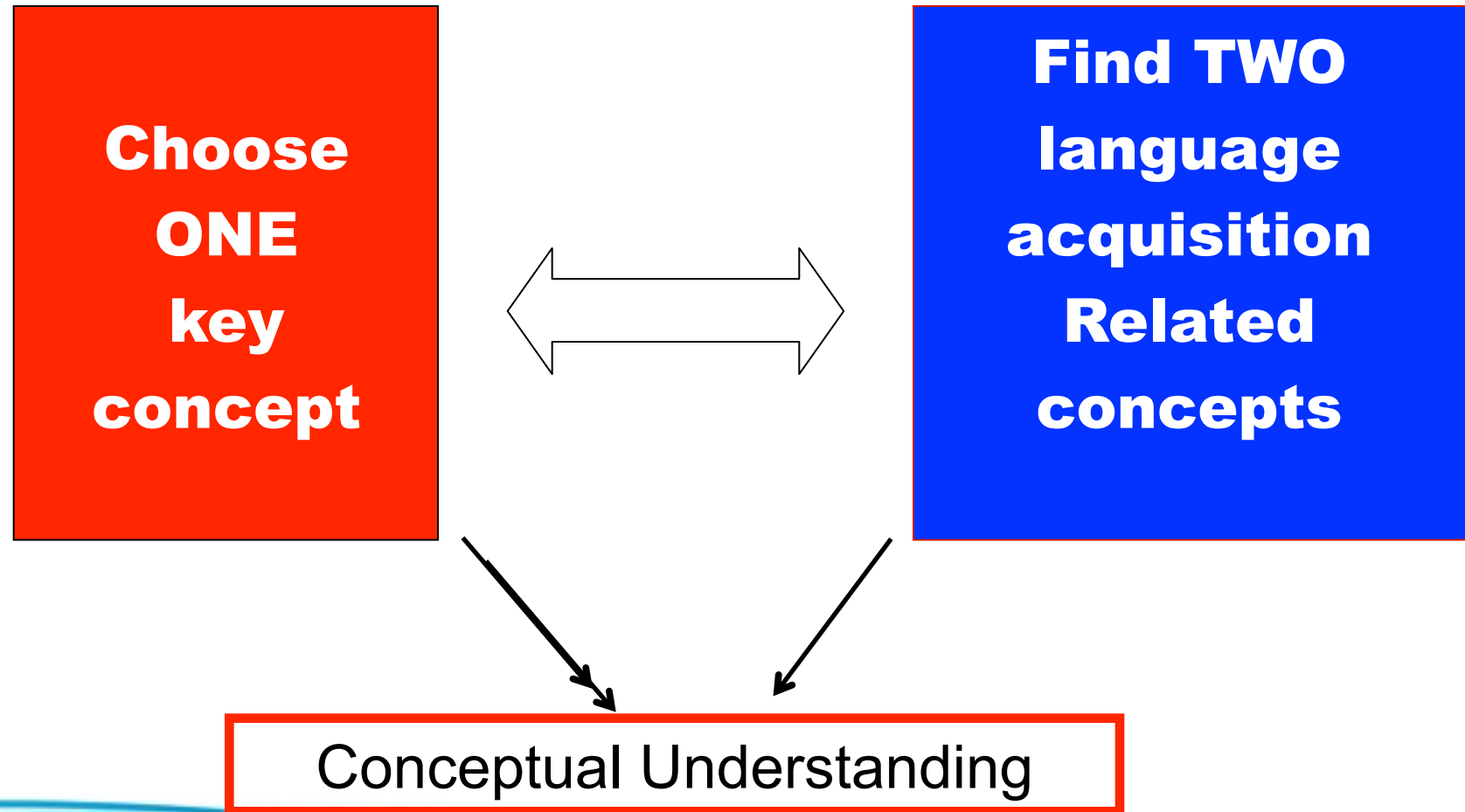


Merging concepts

In two large boxes...



1 Key Concept +
2 Related Concepts
= Concept Statement

New sets of **conventions**
and **idioms** affect the way we
communicate.

Tips:

- Use active, present tense verbs
- Avoid proper & personal nouns
- Avoid forms of the verb 'to be'



Examples of conceptual understanding

- Choosing appropriate **words** to effectively **communicate** your **message**.
- Depending on **cultures**, the **word choice** to convey the same **message** might vary.
- Language and images used in the media have the power to persuade an **audience**.

**Choose ONE key
concept from**

[Conceptual
understanding]

**Choose 1 or 2 related
concepts**



Global context
[Exploration]



Statement of inquiry

2 methods for arriving at a Statement of inquiry

METHOD 1:

Contextualizing a conceptual understanding = **Statement of inquiry**

METHOD 2:

Contextualizing the key and related concepts = **Statement of inquiry**

Method 1 –Contextualizing a conceptual understanding = Statement of inquiry

Key Concept

Related Concept

Authors can use **characters** with universal **Points of view** to **communicate** important ideas.

Global Context

Identities and relationships
(exploration into:
human nature and human dignity)

Statement of
inquiry

Authors can use **characters** with universal **points of view** to **communicate** important ideas about **what it means to be human**.

Method 2 – Contextualizing the key and related concepts = Statement of inquiry (Blend it altogether)



MYP unit planner

Teacher(s)	Alison Yang	Subject group and discipline	Language acquisition		
Unit title	Story telling	MYP year	1, Phase 1	Unit duration (hrs)	24

INQUIRY: establishing purpose of the unit

Key concept	Related concept(s)	Global context
Connection	Function, Message	Personal and cultural expression (exploration into the ways in which we discover and express ideas)
Statement of inquiry		
Personal and cultural connections can be made through message conveyed in stories, which <u>facilitates language development</u> . (function)		

Objectives and assessment criteria

What can you deduce about the the 4 objectives?

Objectives	Deductions
A: Comprehending spoken and visual texts	<ul style="list-style-type: none"> assesses <u>receptive</u> language skills must consist of <u>visual text + oral text</u> 👁️ 👁️ 👂 usually assessed alone
B: Comprehending written and visual texts	<ul style="list-style-type: none"> assesses <u>receptive</u> language skills must must consist of <u>visual text + written tex</u> 👁️ 👁️ 📖 usually assessed alone
C: Communicating in response to spoken and/or written and/or visual text	<ul style="list-style-type: none"> assesses <u>productive</u> language skills 💋 🖋️ may or may not include a visual element for summatives focus on idea development
D: Using language in spoken and/or written form	<ul style="list-style-type: none"> assesses <u>productive</u> language skills 💋 🖋️ focus on elements such as audience, voice, purpose, linguistic and/or literary features, spelling, grammar

Phase and objective requirements

IMPORTANT!

- Refer to page 43 in the Guide
 - Suggested task types and guidelines for designing assessment tasks
- For character and non-roman languages, refer to pages 44-45 in the guide